**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 6**

**Technology Facilitator Standard 6: Social, Ethical, Legal, and Human Issues**

*Standard 6 addresses the social, ethical, legal, and human components of technology use in education. Some of the issues technology educators face today are: digital equity, privacy of electronic student records, student’s online safety, and copyright infringement.*

**Reflection on Reading and Field-Based Experiences**

**Self-Assessment**

Implementing this standard involved the creation of several different activities and the modeling of proper internet usage for my school. “Technologists must understand the emerging issues and shape technology use for the common good” (Williamson & Redish, 2009, p. 123). This quote made me take a look at areas that I could make the greatest impact for the common good. “The issue is not whether we will use technologies, but which we will choose and whether we will use them well” (Nardi & O’Day, 1999, p. 27). The first activity I prepared was directed at meeting the needs of diverse students, specifically special needs students. I worked with the special education teachers on my campus to help address the IEPs of their students through the integration of technology. This activity addressed the Performance Indicator *TF-VI.B (Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities), TF-VI.C (Identify and use technology resources that affirm diversity), and TF-VI.E (Facilitate equitable access to technology resources for all students).* I relied on my limited knowledge of special education issues (old information) to help guide me to new ways to use technology with special needs students. The new information that I gained through the CAST site and the project that I completed in my “Teaching with Technology” course provided an excellent background for this task. The other activity that I completed to implement this standard was making a presentation on proper internet usage and copyright infringement to a class of fifth grade students. I used some short video clips on these subjects and modeled the ways to safely use the internet in and out of the school environment. This activity met the Performance Indicators *TF-VI.A (Model and teach legal and ethical practice related to technology use) and TF-VI.D (Promote safe and healthy use of technology resources).*

**Learn as a Learner**

Implementing this standard was a daunting task as it covers numerous issues. My approach to completing this task was to do the activities mentioned above in an effort to address the performance indicators as best I could. A quote from the readings suggests that younger children are in need of internet safety training. “Youth report frequently lying about their age and personal information online- sometimes to gain access to inappropriate sites, sometimes to be “playful”, and sometimes to protect their identity” (Lenhardt & Madden, 2007, para. 12). This realization led me to address these issues with the fifth grade class through the use of videos and online clips because I am a visual learner. I believe that I was successful in introducing them to internet safety usage and copyright infringement. The activity that I used with the special education students allowed me to appeal to a diverse group of learners through the elements of an eBook. The students were able to read the eBook that I created through audio, visual, and hands-on technologies. I believe this activity helped me successfully address some of the issues within Standard 6.

**Lifelong Learning Skills**

These activities taught me that using certain technologies can meet diverse learner needs through my creation of a multi-media product. The activity could be carried further for future learning if the students were asked to create a product of their own through these same CAST technologies. The online safety activity made me want to research more into safe practices for social networking sites in an effort to greater prepare and protect students entering this world of social interactions. Overall, these field-based experiences helped me implement this standard, but left me realizing that I have much more to work on in the future to address the social, ethical, and human issues involved in technology usage today.

References

Lenhardt, A. & Madden, M. (2007).*Social networking sites and teens: An overview.* Retrieved from www.pewInternet.org/PPF?r/198/report\_display.asp

Nardi, B. & O’Day, V. (1999). *Information ecologies: Using technology with heart.* Cambridge, MA: MIT

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.